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ABSTRACT

Designed to raise community consciousness regarding the benefits of scholastic journalism, this collection of material offers suggestions for celebrating Scholastic Journalism Week. The collection provides: brief suggestions for 11 school activities; brief descriptions of 8 classroom activities; a sample press release for scholastic journalism week; a mock colonial newspaper including several short articles outlining the history of American journalism; a list of the benefits of high school publications; and an outline of the history of American journalism. (RS)

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# Scholastic Journalism Week February 23–29, 1992

## *Celebrating 200 years*
## Freedom of the Press

# Bill of Rights

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**Journalism Education Association**



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# Scholastic Journalism Week February 23–29, 1992

*from the Journalism Education Association*

## Suggested Activities for Scholastic Journalism Week

The Journalism Education Association has scheduled February 23-29, 1992 as Scholastic Journalism Week. How you help to promote this Week is entirely up to you. It is hoped that your involvement and that of your students will serve to raise community consciousness regarding the benefits of scholastic journalism. Your students will learn both from their promotion and their celebration of an event holding major significance for them.

The following suggestions are intended to give you some ideas from which to start. For several of these ideas to be fully successful, you will need to establish good liaison with community leaders and local media people well in advance.

1. **Career Faire.** Invite guest speakers from all areas of the media to show the wide variety of career possibilities open to students interested in journalism. Work closely with other journalism instructors and the local newspaper, magazine, and broadcast media to coordinate a city- or area-wide event. Include news, sports, feature and editorial writers, photographers, broadcasters, and TV personalities, as well as representatives of the numerous support personnel who often work behind the scenes, such as press operators, sound and camera technicians, and administrators. Plan to make this event one that the entire student body can participate in.

2. **Internships.** Arrange for some of the journalism students to "shadow" a pro for a day. Try to match each student with someone working in the field of his or her special interest, possibly following a reporter, broadcaster, photographer, etc. through a typical day.

3. **Meet the Press.** Try to arrange tours of the local newspaper, radio and TV stations in your city. Perhaps they would schedule special tours for your students in addition to some sort of Open House for the general public during this Week.

4. **Displays.** As part of a school-wide consciousness-raising effort, there are several ways in which you can educate the student body:

   A. Set up examples of old yearbooks and newspapers from your school, perhaps showing a historical progression up to the present time. This might also include old typewriters, cameras, lead slug type, and gravure photos, coupled with contemporary DeskTop Publishing methods (ask your computer store for brochures and other materials to help with the visual display).

   B. Set up an automatic continuous slide show explaining how a yearbook is printed and how a newspaper is printed.

C. Do a special issue of the newspaper, including some history of journalism and information on the Hazelwood case.

D. Have an Open House in the Journalism Room, where interested parents and community members can come and watch students actually putting the newspaper and yearbook together. Couple this with a special sales campaign for yearbooks.

5. **Contests.** Working with the local media people, conduct a writing and photo contest in your area. Give cash awards for the best local news story, human interest feature, sports story, and photos. Better yet, arrange for the winning work to be published during Scholastic Journalism Week.

6. **Education.** Obtain a copy of the video *The Story of the Free Press,* which was one episode in the series "Remember When..." prepared for HBO and shown last spring. Arrange for it to be shown on your local cable or educational channel during the week. You might also want to use it in your journalism classroom.

7. **Bill of Rights.** Staff members could re-phrase some of the freedoms guaranteed in the Bill of Rights, and take a poll of the school. How many think students should have these freedoms? The staff could discuss the results of their survey, and their own understanding of these rights, focusing especially on the First Amendment's guarantee of freedom of speech. Some students may want to do a little research into legal interpretations over the past 200 years.

8. **T-Shirts, Buttons, Posters** advocating student press rights. If these are well done, they will sell to the general student body. Your students can use the month prior to Scholastic Journalism Week to design and prepare them.

9. **Public Relations Information.** Notify the local media at least two to three weeks in advance by sending press releases stating the activities you have planned for Scholastic Journalism Week. This could include public service spot announcements on the local radio and TV stations. You could put signs—or even a display— in local businesses, promoting Scholastic Journalism Week. Have bulletin or PA announcements at school. Provide an interesting tidbit ("news byte") about journalism each day.

10. **Involve Your Staff** in helping plan and execute their own promotions. Most students are familiar with using the brainstorming process to tackle major projects. If the concept of promoting Scholastic Journalism Week is presented to them as an important activity, they will probably come up with their own exciting ways to bring Scholastic Journalism Week to the attention of their student bodies and communities.

11. **Long-Term Goals.** Begin working with the local media for more direct inclusion of student journalist material. In a few communities the professional press has already taken this step, frequently offering an entire page or two once a week to students who meet certain standards (often involving reporting/writing skills and ability to meet deadlines). A few radio stations have also moved in this direction. Seek out sympathetic community leaders who can help you develop public support for greater student involvement.

# Scholastic Journalism Week February 23–29, 1992

*from the Journalism Education Association*

## Suggested Classroom Activities for Scholastic Journalism Week

The Journalism Education Association has scheduled February 23-29, 1992 as Scholastic Journalism Week. How you help to promote this Week is entirely up to you. It is hoped that through your classroom activities, your students will view this Week as an event holding major significance for them.

The following suggestions are intended to give you some ideas from which to start. Please feel free to use and/or modify any of them to fit your needs.

1. **Benjamin Franklin.** Probably the best known of the colonial "printers," Franklin is easy for younger students to study and his writing style is easy to emulate. They might want to try writing a Silence Dogood type of article or prepare their own *Poor Richard's Almanac*. They might want to speculate on what it must have been like to be the postmaster of all the colonies, and how this related to journalism at the time.

2. **Sam Adams.** Students might want to discuss what it means to be a "radical" and whether they feel the use of propaganda is justifiable. They might want to read through some Revolutionary War-era writing for examples of emotional/inflammatory/propagandistic writing and identify the words and phrases which they feel would have been controversial.

3. **Peter Zenger.** Students might discuss the concept of libel *vs.* truth and why the Zenger trial and its outcome is important today. They should read through a detailed account of the trial, especially Andrew Hamilton's defense.

4. **News *vs.* Views.** Students might discuss the difference between fact and opinion, and between objectivity and biased coverage. They should compare the various major newspapers of the Nineteenth Century in an effort to understand the differences in coverage among them.

5. **Yellow Journalism.** Students should examine the history of the Pulitzer and Hearst newspapers, centering on the period from 1895 to 1905, in an effort to understand this phenomenon. They should discuss the questions: How "selective" can a reporter be in using the facts of a case? How sensational can a human interest story be without becoming yellow journalism? Why was this period of journalism important to the development of the "Muck-Raking" of famous authors from 1906 to 1915? (They should be familiar with *The Jungle* by Upton Sinclair.)

6. **Emotionalism.** Students might want to examine Sam Adams' *Journal of Occurrences* along with the Penny Press of the 1830s, the Yellow Journalism of the 1890s, and some of the "supermarket tabloids" of today. What similarities do they see in the interests of people who support this kind of writing? Will the "enquiring minds" of the 1990s be "educated" to "better" literature in the future as were those of the earlier periods?

7. **Coverage Comparison.** Students could compare coverage of the Civil War with that of Vietnam and Desert Storm. Emphasis could be placed on photography or reporting, or both. Show them some of Brady's Civil War photos, and then some of the most memorable from the two more recent wars. Ask them to speculate on why the public refused to accept them Brady's photographs. In what ways were some of the photos of Vietnam instrumental in turning public opinion against US involvement? Why was Desert Storm, when everyone in the US was glued to the TV screen for three days, so different—or was it?

8. **Student Press Rights.** Students should examine the First Amendment and the Hazelwood case. They should look for ways in which student rights differ from those of the public press, as well as ways in which they are the same. How can student publications remain independent of the school administration's desire for PR material, or should that be the purpose of student journalism?

# Scholastic Journalism Week February 23–29, 1992

*from the Journalism Education Association*

## Sample Press Release for Scholastic Journalism Week

Thousands of journalism students throughout the country are joining in promoting Scholastic Journalism Week February 23 - 29. The national observance is sponsored by the Journalism Education Association.

Students from New York to California are planning a variety of activities to call attention to the important role played by student newspapers, yearbooks, and other school media in their communities, emulating the vital roles performed by responsible American journalists in helping to secure and maintain a free nation.

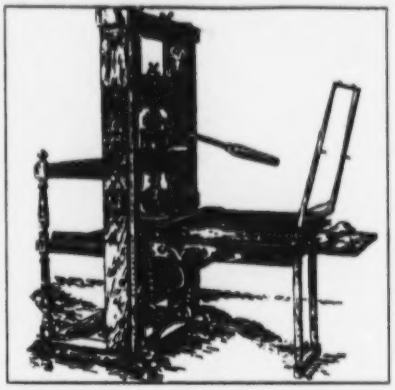
The highlight of this year's observance is the celebration of 200 years of Freedom of the Press, guaranteed under the Bill of Rights.

Students at [*your school*] have planned a series of activities to commemorate the Week. In addition to a week-long display of journalism tools and products from long ago to the present time, a special Career Faire on [*day of week*] will feature members of the professional media, followed on [*day of week*] when selected journalism students will spend a day with a professional journalist in the area. An Open House for parents and community members to watch student journalists in action will be held from [*hours*] on [*day of week*]. A special screening of *The Story of the Free Press* will be presented on [*name of station*] at [*time*] on [*day of week*].

[*Name of paper*] is jointly sponsoring a contest for scholastic journalists with the local schools. Winning entries will be published in this paper on [*day of week*].

Journalism education provides an essential service not only for the professional press, which is always alert for well-trained writers and photographers, but more importantly for society as a whole, which depends on responsible journalists to provide the public with accurate information about government, business, and other areas of societal interest.

The press has long been called the Fourth Estate, referring to its role as watchdog over governmental and commercial excesses. Local, state and national governments rely on an informed public to function properly, while the public depends on responsible media to provide that information. Efforts to recognize and promote the development of skilled, responsible journalists should be encouraged.




# Scholastic Journalism Gazette

*published by the Journalism Education Association*

**February 23, 1992** | **The History of American Journalism** | **Vol. II**


## American Newspapers Encourage Colonists Against British Rule

(1776)— At the start of this century, citizens of these colonies relied on town criers and British-run newspapers to provide them with the news. Now, many colonists are starting to publish their own newspapers and this new freedom is uniting the anti-British movement.

It all started on September 25, 1690 when Benjamin Harris published *Publik Occurrences, Both Forreign and Domestick.* This four-page, 6" x 10 1/4" paper was banned after the first issue by the British Governor, but it demonstrated that there was interest in the formation of an American newspaper. Fourteen years later, on April 24, 1704, John Campbell began printing the *Boston News-Letter*, the first regularly published newspaper in the colonies, and the only locally-produced paper for 15 years. It was "published by authority," meaning that it had the approval of the government.

By 1721, an independent newspaper, the *New England Courant*, became the first American paper to provide readers with what they wanted, rather than with information controlled by the authorities. It offered both a more pleasing appearance and a higher literary style, including humor and personality sketches as well as editorial commentary. Its editor was James Franklin, brother of the better-known Benjamin Franklin. This paper reprinted many of the highly-acclaimed *Spectator* and *Guardian* essays from England.

After 1725, newspapers were printed throughout the colonies. Although many lasted only a few years, they provided the public with the chance to be informed about the events of the day, as well as to read the opinions of various political figures. In this way, newspapers helped to educate the colonists in addition to stirring them to action over a series of governmental injustices imposed by the British

# Zenger Trial Re-defines Concept of Libel and Freedom of the Press

(1766)— The right of freedom of the press was established by a 1735 New York court case in which John Peter Zenger, publisher of the *New York Weekly Journal*, was charged with "raising sedition"— a libelous act— by his criticism of the royal governor and his administration. Under existing British law, if it could be shown that a person had committed the deed with which he was charged, then he was guilty. Zenger's attorney, Andrew Hamilton, argued, however, that "the words themselves must be libelous— that is, *False, Malicious, and Seditious*— or else we are not guilty."

The jury ruled that Zenger had printed the truth and that the truth was not libelous, and cleared Zenger of the charges brought against him. Even so, it would be nearly 50 years before the colonial courts commonly accepted truth as a defense and the right of a jury to decide both the law and the facts in a case.

Last year, when Britain imposed the Stamp Act, which was a tax on paper, among other items, each of the 30 American newspapers being published at the time was required to sell a stamp along with the newspeper. The effect was to alienate editors as well as the colonists. Newspapers continued to publish; however, many refused to collect the tax, thus fueling the rebellious attitude toward the British.

Although the Stamp Act was repealed this year, newspapers are still critical of many British government policies.

## First News Service Opens with Samuel Adams' Committees

(1772)— Samuel Adams, editor of the *Independent Advertiser* beginning in 1748, and later a regular contributor to the *Boston Gazette and Country Journal*, has organized a group of agents into Committees of Correspondence in order to keep the radical patriot movement informed of events throughout the colonies, especially in Boston and New York.

These agents "cover" every important meeting and report the news to Adams' local committee, which processes the information for dissemination as needed. This primitive news service has proved highly efficient at keeping track of the British militia as well as governmental decisions. Assisting with dissemination has been the Sons of Liberty propaganda network, which supplied the *Journal of Occurrences* of 1768 and 1769, consisting of a record of alleged events involving British troops and government actions.

## 'Common Sense' Becomes Quickly Popular with Colonists

(1776)— A pamphlet re-printed by many colonial newspapers was first published in January by Tom Paine, who emigrated from England scarcely one year before. His arguments were simple and grounded in basic logic, making them easy to understand and accept. Yet they were also eloquent and stimulating, for they reflected the thinking of many colonists, both the Patriots and the more conservative Whigs.

It is interesting that a significant number of the ideas expressed in *Common Sense* were incorporated into the Declaration of Independence, written and signed just six months later.

These articles are intended to provide students with an understanding of how the press has helped to develop and also benefited from many of the freedoms all Americans enjoy. It can also be used in its straight historical context as the evolution of technology, or in a more philosophical way as the evolution of ideas and concepts (*i.e.*, views *vs.* news, advocacy *vs.* propaganda, objectivity *vs.* yellow journalism, and responsibility to one's readers).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# Penny Press Brings News to 'Common People'

(1835)— With the appearance of the *New York Sun* on September 3, 1833, a new concept in newspapers was begun. This four-page paper, which features sensational news rather than erudite opinions, sells on the streets for a penny a copy, rather than by advance annual subscription. Thus, almost anyone can buy it, and both laborers and advertisers find it appealing. Within six months, it has reached a circulation of 8000, nearly twice that of its nearest rival. It contains a full page of advertising in addition to half a page of classifieds (including "Want Ads").

This new type of journalism has caught the fancy of people of all spectrums, including the politicians, who see it as meeting the needs of mass democracy, a growing market place ideology, and an urban society. With the papers' emphasis on emotional reporting of news events, the common people find themselves involved with the issues of the day. However, just as Jacksonian politics sometimes encourages excesses, some of these papers are willing to compromise the truth for sensationalism, if that will increase sales.

The *Sun*, founded by Benjamin H. Day, was quickly imitated in Philadelphia, Baltimore, and Boston, as well as in New York itself, with James Gordon Bennett's *New York Morning Herald* in June, 1835.

The *Herald*, however, would not remain an imitator for long. By 1836, its price was two cents per copy (claiming readers were getting more for their money than they could get elsewhere). It also pioneered in developing *news* and reducing *views*. During the years, it acquired a more serious profile, and was an innovator or perfecter of financial sections, critical reviews, society sections, letters columns, and sports coverage. The *Herald* became known for aggressive news coverage, and by 1860 it would be the world's largest daily, at 77,000.

## Two New York Papers Set High Standards for Others

(1851)— The *New York Tribune* published its first issue on April 10, 1841, and the *New York Times* on September 18 of this year. Both papers first sold for one cent a copy. They have quickly become leaders in the field.

The *Tribune* was founded by Horace Greeley, one of the most influential editors of the Nineteenth Century. By politics, he is conservative, yet he champions the causes of democracy as they could be applied to the common man. Throughout his long career as editor of the *Tribune*, Greeley has frequently advocated a position which alienated one or another segment of his public, yet he continued to enjoy one of the most loyal sets of readers in the history of American journalism.

Despite his sometimes erratic attitudes, Greeley is conscious of his responsibility to the reader, and the public senses his sincerity. He is intent on producing a better world—and a better press. Thus, despite the criticism, Greeley is read by all types of people, and employs and encourages many of the best young writers of the period. Thus he has changed the press of the masses from sensationalism to one of culture, ideals, and stimulating ideas.

The *Times* was founded Henry J. Raymond, who had been Greeley's chief assistant in 1841, but whose personality was so different that the two could never be friends. From the beginning, Raymond has sought ways to attack Greeley, avoiding not only the sensationalism of many other papers, but also the whimsy which he feels characterizes the *Tribune*. The *Times* has quickly established a reputation as a reasonable and objective paper, solid even though aggressive. It substituted accuracy for wishful thinking, developing the technique of careful reporting based upon decency and fairness, and soon outsold even the *Tribune* within the city limits.

The *Tribune's* weekly edition, however, claims the largest circulation of any paper in the nation, at more than 200,000 copies each week.

## New Process Brings Public First Views of Civil War

(1865)— Mathew Brady, the well-known New York and Washington photographer and author of the landmark 1850 book, *Gallery of Illustrious Americans*, has assembled more than 3500 glass-plate photographs of the Civil War.

When the war began, Brady anticipated the public's need to see the battlefields where the horrors of war occurred. He equipped several wagons as portable darkrooms and hired young men to operate the cameras and develop the bulky 8" x 10" glass plates on the spot. Having already photographed President Lincoln on several occasions, Brady persuaded him to permit a photographic record of the war. They were permitted to go anywhere and were frequently present when the fighting started.

Although Brady did not personally operate many of the cameras, the entire project was his enterprise, and he takes credit for the work. He hired a staff of 20 "operators," whom he supervised. Alexander Gardner, Timothy O'Sullivan and George Barnard all quit in 1863 because Brady refused to give them public credit for their work. (They would go on to become some of the best-known photographers of the century.) Brady, with the glass plates vividly recording the hysteria, horror and occasional glory of the war, and a few early prints for exhibit, may find public interest quickly declining. The government shows no interest in acquiring them.

Despite his pioneering efforts at documenting the war, Brady died bankrupt and impoverished in 1896.

# 'Yellow Journalist' Crusades for Change

(1901)— Joseph Pulitzer, owner of the St. Louis *Post-Dispatch* and the New York *World*, has long been an advocate of independence, criticizing governmental wrongdoing, opposing fraud, advocating principles and ideas rather than prejudices and partisanship, and always upholding the truth. He founded the *Post-Dispatch* in 1878 by merging two papers and boldly advancing his policies. Within four years it was the leading evening area paper.

Although his policies have resulted in determined crusades in the public interest, they have also had a reputation for exploiting stories of murder, sex, and sin, and for sensationalizing accounts of violence. There have been exaggeration, half-truth, and humor at the expense of embarrassed citizens.

Pulitzer bought the New York *World* in 1883 and quickly attracted attention by following the same formula he had used in St. Louis. But mixed in with the sensationalism and crusades and self-promotion was good news coverage and a solid editorial policy. He pushed harder for the poor and helpless, and attempted to shock authorities into concern and action through news and editorial coverage. Throughout the 1880s, even though the number of pages increased the price to the public remained at two cents due to increases in advertising and ad rates.

In the fall of 1895, William Randolph Hearst, owner of the *San Francisco Examiner*, bought the *New York Journal* and immediately hired away the best editorial talent from the *World*. One of the first to be "bought" was a cartoonist for the Sunday supplement, who had been drawing a series featuring a boy in a yellow nightshirt. Pulitzer's *World* continued to run the cartoon, drawn by another artist, and so, briefly, there were two "versions" appearing each Sunday. The public had already nicknamed him the "Yellow Kid," and so the style of these two papers came to be called Yellow Journalism. They both campaigned vigorously against Spain from 1895 until April, 1898, when war was declared. Yet the *Journal* cared less for the truth or the facts than for the sensational nature of the story, even apparently "manufacturing" news when little or none existed.

But this year, the *World* committed itself to a new policy in which it still crusaded for the oppressed, but not at the expense of the truth. Pulitzer, who by this time has become completely blind, considered the public's need for "the whole truth" most important and emphasized the paper's responsibility to its readers both as a crusader and an accurate reporter.

It would not be known until after his death in 1911 how deep his regard for journalistic accuracy had been. In his will, he established the Pulitzer School of Journalism at Columbia University in New York, and also endowed a gift for eight annual prizes in journalism, which were to be awarded annually beginning in 1917.

Facts and related data for this paper were drawn from the book *The Press and America*, fifth edition, by Edwin Emery and Michael Emery.

# Scholastic Journalism Week February 23–29, 1992

*from the Journalism Education Association*

## Benefits of High School Publications

The value that high school journalism programs offer was underscored in 1988 by a Newspaper in Education coordinator in Allentown, PA, who published a list of 30 points to be considered when administrators question the benefit of school publications.

The list included:

- A student newspaper improves communication among all groups in a school.
- It gives both students and faculty a knowledge and understanding of school issues not otherwise available.
- It gives this same understanding to parents who read copies taken home.
- It conveys an image of the school to the community (however, a school newspaper is not intended to be a public relations piece any more than a community newspaper should be).
- It helps to silence rumors that often arise in the absence of information.
- It interprets school rules and regulations and provides feedback on student reactions.
- It provides a check on student government, an essential for any democratic government.
- It helps maintain order by reporting violations of school rules.
- It facilitates the educational process through stories on academic subjects and courses.
- It encourages study by giving recognition to students who make honor rolls or win scholarships.
- Students who earn staff positions may improve various skills.
- It helps to inculcate in students an important reading habit which may continue after graduation.
- Its forum of editorials, letters and signed columns encourages the resolving of issues by reasoned debate.
- It provides an outlet for student writing that primarily emphasizes service to readers rather than self-expression.
- The goal of impartiality in news provides students with lessons in fairness and accuracy.
- The ethical imperatives that facts be distinguished from opinions helps students understand the meaning and importance of objectivity.

• Staffers who do interviews gain experience in dealing with people.

• Writing for the press gives staff members practice in taking accurate notes and in using reference materials.

• Reporting experience helps students to recognize the difficulty of finding firm facts in a maze of statistics, propaganda and conflicting opinions.

• Editorial writing provides practice in weighing evidence and reaching conclusions based on sound reasoning and facts.

• Feature writing gives practice in imaginative treatment of facts to appeal to human interest.

• Copy editing develops critical ability and a quality of selfless service in improving the work of other staff members.

• Production of a school newspaper provides valuable experience in teamwork.

• Experience in meeting deadlines helps form effective work habits.

• A student staff gains experience in equating freedom with responsibility.

• Experience on the staff makes students better critics of the public press.

• Advertisements in the school press enable merchants to reach the student market specifically.

• These ads aid students in making purchases to their own advantage.

• Business staff members gain practical experience in selling ads and soliciting subscriptions.

• The newspaper aids all other student activities through stories about activities that stimulate student attendance and participation.

—from the *SNPA Bulletin* of the Southern Newspaper Publishers Association

# Outline of
# History of American Journalism

I. Colonial Newspapers

A. Colonial pre-newspaper communication
1. Word-of-mouth
2. Letters from England
3. Newspapers form England
4. Broadsides

B. First Colonial newspaper
1. *Publick Occurrences Both Forreign and Domestick*
2. Published by Ben Harris on September 25, 1690
3. Lasted one issue because content disturbed governor of Massachusetts

C. First Continuous Newspaper
1. *Boston News-Letter*
2. Published by John Campbell – first issue, April 24, 1704
3. Published by authority of the governor of colony

D. John Peter Zenger
1. John Peter Zenger published the *New York Weekly Journal*, started in 1734.
2. Zenger was charged with printing news that disturbed the governor of New York.
3. Trial was held in 1735. Defense was that Zenger printed the truth. Zenger was acquitted.

E. Characteristics of Colonial newspapers
1. Four pages, printed with worn type
2. Page size, half of modern newspapers
3. No headlines as we know of today (small type, usually all caps)
4. Usually 200 copies printed an hour
5. Editorials and news mixed in same story
6. Advertising – small, comparable to today's classified section
7. Considered a luxury – only 5 percent of the families bought a newspaper in 1765.

F. Sources of News
1. Mainly from Europe by ships which crossed the Atlantic in 4 to 8 weeks
2. News was published in America about two months after is was published in London
3. Some of the news from captains of ships
4. Letters from England

G. Types of News
1. War and politics
2. Local and intercolonial news
3. Piracy, fires, counterfeiting, robberies, etc.
4. Maritime News
5. Weather, but no predictions
6. Obituaries
7. Religion
8. Little or no sports

II. American Revolutionary War Newspapers

A. Stamp Act – 1765
1. Tax on all legal documents, official papers, books, and newspapers
2. Many newspapers published as handbills to evade the tax
3. Some newspapers suspended temporarily
4. Act repealed in 1766

B. Format
1. Larger pages
2. More illustrations
3. More columns

C. Coverage of war news
    1. No reporters on the battlefields
    2. Coverage through arrival of private letters
    3. Stories from other newspapers
D. Nature of News
    1. Struggle against taxes and duties
    2. Revolutionary War (secondary news)
    3. Accidents, fires, storms, epidemics, and crime
    4. Larger headlines
E. Editorials
    1. Either in the lead or in paragraphs following a news story
    2. Italicized in *New York Journal*

III. Party Press

A. First American Newspapers
    1. *Pennsylvania Evening Post* – Benjamin Towne, May 30, 1783
    2. *Pennsylvania Packet and Daily Advertiser* – John Dunlap, September 21, 1785
    3. *New York Daily Advertiser* – 1785
    4. Reasons for daily newspapers
        a. to provide businessmen with up-to-the-minute news of sailing vessels
        b. to provide latest political news and thought
B. *Gazette of the United States*
    1. Federalist newspaper first appearing on April 15, 1789
    2. Published by John Fenno
    3. Received written contributions from Alexander Hamilton and John Adams
    4. Lasted until 1818
C. *National Gazette*
    1. Republican (Democrat) newspaper founded on October 31, 1791
    2. Published Philip Freneau
    3. Attacked Hamilton and Adams
    4. Lasted until 1793
D. Freedom of the Press
    1. Nine of the 13 state constitutions guaranteed freedom of the press
    2. Freedom guaranteed nationally through the First Amendment of U.S. Constitution
E. Editorials
    1. First appeared in separate column in the *American Minerva* in 1793. Published by Noah Webster.
    2. In 1800, the Philadelphia *Aurora* used its second page for editorials
F. Contents
    1. European News (2 months old)
    2. News from other papers
    3. News of George Washington's death
        a. Washington died on Saturday night, December 14, 1799
        b. First news appeared in the daily *Alexandria* (Virginia) *Times* the following Monday.
        c. Appeared in the weekly *Virginia Centinel* on Wednesday
        d. Appeared in the *Philadelphia Aurora* on Thursday
        e. Reached New York newspapers exactly one week after death.
        f. Reached Boston 11 days after death
G. Subscription rates
    1. $6 to $10 a year for dailies
    2. $2 to $3 a year for weeklies
    3. Country papers sold for corn, wheat, linen, sugar, etc.
H. War of 1812 coverage
    1. Domestic news became more important than foreign news

2. News arrived by mail, through messages from officers and friends at home, by newspapers which received news first
3. James Bradford became first war correspondent by enlisting in Andrew Jackson's army in New Orleans
4. News of Jackson's victory in New Orleans reached New York a month after the event

I. Nature of newspapers of the early 1800's
1. Four pages, but enlarged to 6 or 7 wide columns
   a. Page 1 – three-fourths advertising; remainder, political essay
   b. Page 2 – foreign and domestic news with letters to the editor
   c. Page 3 – editorial column, local items, and advertising
   d. Page 4 – advertising
2. Headlines — more lively than in previous period
   a. "ALMOST INCREDIBLE VICTORY!" – defeat of British in New Orleans
   b. "GLORIOUS TRIUMPH" – Double column
3. *The Star-Spangled Banner* was first published in a Baltimore paper a few hours after Francis Scott Key wrote it

IV. Penny Press

A. Industrial Revolution
1. Mechanical advancements provided cheaper printing methods and larger quantity
2. Population growth caused increase in the number of newspapers
3. Three times as many newspapers in the United States in 1833 as in England or France. (Larger proportion by 1860.)

B. First Penny Newspapers
1. New York *Morning Post* – January 1, 1833, Dr. H. D. Shepard
   a. First appeared at 2 cents, then 1 cent
   b. Lasted only two and a half weeks
2. New York *Sun* – September 3, 1833, Benjamin Day
   a. Four pages, small, three wide columns
   b. Emphasized local, human interest, and sensational events
   c. Popular feature: police-court reports
   d. In August of 1835, the *Sun* published the "moon hoax"
3. New York *Herald* – May 6, 1835, James Gordon Bennett
   a. Contained financial news
   b. Built up a murder trial to a great of interest
   c. Started the society columns
   d. Established a European correspondent, set up a Washington bureau, got his own correspondents in leading American cities, and bought a small fleet of boats to meet ships before they entered New York harbors.
   e. Carried crime stories, scandals

C. Other popular newspapers
1. New York *Tribune* – April 10, 1841, Horace Greeley
   a. *Weekly Tribune*, started by Greeley in 1841, was more successful (distributed throughout U.S.)
   b. Outstanding newspaper staff
   c. Denounced publishing of police reports, advertisements, and news of the theater
   d. Policies
      (1) Fought slavery
      (2) Wanted to improve conditions of the poor and unemployed
      (3) Attacked the slum conditions of New York
      (4) Opposed capital punishment
      (5) Favored prohibition of alcohol
      (6) Advocated westward expansion ("Go west, young man; go west!")

e. Greeley nominated Abraham Lincoln for the presidency in 1860.
f. Greeley ran for the nomination of president in 1872, was humiliated, and died

2. New York *Times* – September 18, 1851, Henry J. Raymond
a. Four pages, 6 wide columns, contained foreign and local news
b. *Times* always kept good manners
c. Wrote accounts of stories in full

D. Changes in news concepts
1. Increase of local or hometown news
2. Great emphasis on sensational news

E. Faster communication
1. Steamships
2. Railroads
3. Telegraph

F. Associated Press
1. Started in May, 1848
2. Six newspapers including the *Sun*, *Herald*, *Tribune*, then *Times*

V. Civil War coverage

A. Thoroughly covered by eye-witness correspondents
1. New York papers (*Times*, *Tribune*, *World*) gave a third of its columns to the coverage of the war
2. Telegraph lines speeded the news from the correspondents to the newspapers
3. Much rumor in the news; headlines sometimes read:
a. IMPORTANT–IF TRUE
b. RUMORS AND SPECULATIONS

B. News Style
1. Stories printed in full without being summarized
2. Dispatches were likely to be printed chronologically, the oldest at the head of the column
3. Following the story, list of soldiers killed, wounded, and missing, in small type.
4. War maps were used in papers
5. Eventually, the lead of the story contained most essential elements, with balance of story sent in inverted pyramid style, due to frequent cutting of telegraph cables.

C. War correspondents
1. Correspondents were known as "specials"
2. 150 "specials" served northern papers (*Herald* used the most "specials")

D. Censorship
1. No organized censorship of news
2. Confederate generals were always trying to get northern papers to obtain information
3. Newspapers were constantly printing news of troop movements, war plans, etc.

VI. Yellow Journalism

A. Pre-yellow journalism days
1. Sunday editions, in 1870's
2. Sundays same as dailies until Joseph Pulitzer went to New York
3. Pulitzer made the *Sunday World* a 20-page paper
a. Attractive news stories to read (some sensationalism)
b. Stories easy to read and illustrated
c. Circulation rose and so did the number of pages (48)
d. Morrill Goddard - editor of the *Sunday World* - called the father of the American Sunday paper
e. Some items were comic drawings, popular songs, sports, society, news for children

B. Inventions and technological developments
1. Telephone – 1875
2. Typewriter – 1876

3. Typesetter (Linotype) - 1886
4. Engraving (half-tone) - 1894

C. Joseph Pulitzer
1. Reporter on *Westliche Post* in St. Louis
2. Entered politics and fought graft
3. Bought St. Louis *Dispatch* in 1878 at a sheriff's sale for $2,500, and combined it the *Post* three days later. The paper became famous for being a leader in crusades
    a. Cleaning and repairing streets
    b. Fighting lotteries
    c. Combatting gambling
    d. Battling tax-dodgers
4. Pulitzer bought the New York *World* in 1882
    a. News Policy: colorful, unusual, significant (main), serious (excellent), sometimes sensational
    b. Crusades and stunts: collection of a fund to build the Statue of Liberty pedestal. "Nellie Bly" (Elizabeth Cochran) went to an insane asylum (faked insanity), wrote an exposé. She later went around the world in 72 days, 6 hours, 11 minutes, and 4 seconds (in contrast to Jules Verne's novel *Around the World in 80 Days*. Pulitzer crusaded against New York Central, Standard oil Co., Bell Telephone Co. Provided free ice and coal, staffed 35 doctors to furnish medical service to needy
    c. Editorial page: this was Pulitzer's favorite page. Spokesman for liberal ideas, backed Cleveland in 1884
    d. Size: started at 8 pages at 2 cents and grew to 16 pages in a few years
    e. Illustrations: lead all other papers, showed scenes of crimes (X marks the spot), many two-column photos and drawings, many larger. One column photo, rare
    f. Promotion: coupons and voting contests

D. William Randolph Hearst
1. Was put in charge his father's (Senator George Hearst) newspaper, the San Francisco *Examiner* in 1885, and remade it in the image of the New York *World*
2. Hearst bought the New York *Journal* on November 7, 1895. The paper had once belonged to Albert Pulitzer, Joseph's brother. Hearst paid $180,000 cash
    a. Hired best journalists at any cost
    b. Many illustrations, emphasized crimes, disasters, and scandals
    c. Pulitzer lowered price to 1 cent; Hearst followed
3. Public menace
    a. World and Journal were banned in many families. Subscriptions cancelled
    b. More sensational news appeared
4. In 1897, Hearst bought a New York paper to get the Associated Press franchise
5. News coverage
    a. Dedication of Grant's Tomb (in color)
    b. Covered sports events around the country
    c. Sent Mark Twain to cover the jubilee celebration of Queen Victoria
    d. Sent two expeditions to the Klondike, where gold had been discovered
    e. Ran a special train from Washington, D. C., after McKinley's inauguration, with artists drawing on the train, to beat the other papers with pictures. Train broke a speed record
    f. Detective business: a headless, armless, legless body, wrapped in oilcloth had been found in the river. Hearst built a story each day by reporting the finding of each part of the body

E. Competition between Hearst's *Journal* and Pulitzer's *World*
1. Heaviest competition through Sunday editions
2. Hearst hired the entire staff of the *World*, the best in the newspaper business. Pulitzer hired them back. Hearst raised his price, and in 24 hours, had rehired them
3. *Sunday World* published an 8-page comic section in color. Hearst began a similar section, advertised as "eight pages of iridescent polychromous effulgence that makes the rainbow look like lead pipe." It out-did the *Sunday World*

F. Richard F. Outcault's drawing, *Yellow Kid*
1. Outcault drew for the *Sunday World*, then for the *Journal*
2. George B. Luks took over the comic panel for the *World*. New Yorkers got two *Yellow Kids*
3. Term "Yellow Journalism" stems from the yellow color printed on the kid's clothing

G. Characteristics of Yellow Journalism
1. Scare headlines: excessively large type, in red or black, screaming excitement
2. Lavish use of pictures – some without significance, some faked
3. Fraudulent stories – faked interviews and stories, misleading headlines, pseudo-science
4. Sunday supplement – color comics and sensational articles
5. Sympathy with the underdog – campaigns against abuses suffered by the common people

H. War with Spain
1. Spanish-American War is said to have come about because of the newspaper circulation was between Hearst and Pulitzer
2. Sensational descriptions sent by correspondents to papers in New York of Cubans in concentration camps
3. Lurid pictures of killings of mothers and babies, and imprisonment in filthy and fever-ridden stockades (Many of the pictures drawn from rumors)
4. Cuban atrocity stories proved good for high circulation of the *World* and the *Journal*
5. Against Yellow Journalism
   a. New York *Times*, Adolph S. Ochs, publisher, 1896-1935
      (1) "All the News That's Fit to Print"
      (2) "It Does Not Soil the Breakfast Cloth"
      (3) News service improved, Sunday supplement, Saturday book review section, Monday financial review
   b. *Christian Science Monitor*, 1908, Mary Baker Eddy, publisher
      (1) Foreign News, art, music, literature
      (2) Stayed away from crime and disaster

VII. Newspaper Chains

A. Hearst: Albany *Times-Union*, Baltimore *News-Post*, Boston *Record-American*, Detroit *Times*, Los Angeles *Examiner*, Los Angeles *Herald-Express*, San Francisco *Examiner*, Milwaukee *Sentinel*, San Antonio *Light*, New York *Journal-American*, Pittsburgh *Sun-Telegraph*, New York *Mirror*, Seattle *Post-Intelligencer*
1. By the end of 1922, Hearst owned 20 dailies and 11 Sunday papers
2. Also, 6 magazines, Kings Features Syndicate, Hearst Metronome News, motion picture company

B. Scripps-Howard: Fort Worth *Press*, Evansville *Press*, Knoxville *News-Sentinel*, Pittsburgh *Press*, Columbus *Citizen*, El Paso *Herald-Post*, Washington *News*, New York *World-Telegram and Sun*, Albuquerque *Tribune*, Houston *Press*, San Francisco *News-Call-Bulletin*, Indianapolis *Times*, Memphis *Press-Scimitar*, Cincinnati *Post*, Birmingham *Post-Herald*

VIII. Newspaper press associations

A. Associated Press reorganized in 1900
1. Newspapers are members and their share (cooperative)
2. Largest of the associations

B. United Press International
1. Combined in 1957 from United Press (Scripps-Howard) and International News Service (Hearst - 1909)
2. No member newspapers; news sold on contract basis

IX. Newspaper consolidations

A. Advertisers found it cheaper to buy space in one paper than in two
B. Economy of combining a morning and an evening paper
C. High cost of publishing forced many newspapers out (many bought out by larger papers in the same city)
D. Because of consolidations, fewer newspapers but higher overall readership. (More than 2,200 dailies in 1900; just over 1,700 daily newspapers today – readership has increased because of education and population)

X. Television journalism

A. Many people use television as their primary source of news
    1. Faster means of conveying the news
    2. Satellites bring news - picture and sound - into the homes from around the world.
    3. More graphics are used to convey information
    4. Networks and local stations have increased news coverage
    5. Cable News Network and others have 24-hour news available
B. Newspapers have become more graphic, more colorful, more complete in coverage in order to compete effectively